State of Tennessee
Department of Intellectual and Developmental Disabilities

Staff Development Plan/Training Resources Guide

Tennessee DIDD Staff Development Plan

TABLE OF CONTENTS

Department of Intellectual and Developmental Disabilities (DIDD)
Vision Statement

It is the vision of DIDD that Tennesseans with intellectual disabilities will have the opportunity and needed support to be a part of the community in which they live. DIDD believes that people with intellectual disabilities have the right to healthy, secure and meaningful lives surrounded by family and friends.

Department of Intellectual and Developmental Disabilities
Staff Development Mission Statement

The Department of Intellectual and Developmental Disabilities Staff Development Department is dedicated to promote staff growth in basic core competencies and skill enhancement through opportunities utilizing the person-centered foundation to effectively and safely support individuals with intellectual and developmental disabilities in their community surrounded by family and friends.

Introduction

DIDD is committed to offering contracted providers a wide array of staff development training opportunities that address the balance of Person-Centered Practices, Health and Safety and TennCare Protocols.

Staff Development Opportunities

DIDD encourages all provider agencies to utilize staff development opportunities offered through web-based and classroom training venues. Additional courses accessible through DIDD classroom settings are listed below; however, it is not an all inclusive list as DIDD continues to develop and share training opportunities as needs are identified. Class schedules may vary region to region so always check the Regional Staff Development Calendar on the DIDD web site or by calling the regional staff development unit.

Appeals Process Training: (*classroom and informational)*

The Appeals Process training provides a brief overview of the Service Request Review process to include the TennCare rule on Adverse Actions Affecting TennCare Services or Benefits. The training delineates steps and describes the process related to appealing a denied or partially approved service request submitted to the Division of Intellectual Disabilities Services. There is also a brief discussion of the related protocols and Grier Notice Process.

DIDD Certificate is the form of documentation or electronic Transcript if applicable

Challenges in Physical Management: *(classroom and competency based)*

A two day course designed to teach body mechanics, transfers and alternate positioning, highlighting the need and benefits of alternate positioning and stressing the importance of proper lifting and transferring techniques. There is a practical component so the participant can correctly demonstrate their knowledge and skill acquired during the course, as well as, a written skills test. This course is a prerequisite to the Mealtime Challenges class and needs to be successfully passed before taking the Mealtime Challenges course.

DIDD Certificate is the form of documentation or electronic Transcript if applicable

Dysphasia Course I: An Overview for Administrative and Supervisory Staff *(classroom and competency based)*

This course is a general overview of swallowing disorders, health/safety issues, referral indicators and procedures, agency responsibility, and the role of the speech pathologist.

There is a written skills test at the end of the course.

 DIDD Certificate is the form of documentation or approved electronic transcript

Falls: Causes and Preventive Strategies: *(classroom and informational)*

A three-hour course strongly recommended for any staff providing physical support to people with physical and developmental challenges. The course is especially applicable to staff supporting persons who have a history of falls. In the past, falls have been the most frequent cause of serious injury in persons supported by the Department of intellectual and developmental disabilities Services. This training is provided to reduce the number of falls by increasing participant's awareness of some of the causes of falls and the associated preventive strategies.

DIDD Certificate is the form of documentation or approved electronic transcript

Home and Community Based Waivers: *(classroom and informational)*

This training will provide an informational overview specific to the history of Home and Community Based waivers, what are waivers and the different types, lawsuits that effect waivers, regulatory entities including protocols as well as who can receive waiver services.

DIDS Certificate is the form of documentation

The Home Manager Technical Certification Program *(15 hour college course offered @Southwest Tennessee Community College)*

The Home Manager Technical Certification Program is designed to develop competencies in meeting state and federal requirements by providing appropriate services to adults with disabilities. It is primarily designed for increasing the skills of individuals employed as Home Managers and to provide upward mobility opportunities for direct care staff.

The major areas of study include: history of developmental disabilities, relevant laws, needed and required supports, abilities and characteristics associated with disabilities, tools and techniques for quality of life issues, supervision and motivation of staff, managing stress and solving problems.

SPED 1100 Support Plan Development	3 credit hours
SPED 1200 Issues of Adult Diversity	3 " "
SPED 1300 Quality of Life Issues	3 " "
SPED 1400 Frontline Supervisors Management Strategy	3 " "
SPED 1450 Frontline Supervisors Internship	<u>3</u> " "
	15 (fall of 2013 -West region only)

College Transcript is form of documentation

Increasing Independence through Physical Management:
(classroom and competency based)

A one-day course designed to provide an initial level of awareness of body mechanics, transfers and positioning. There is a written skills test at the end of the course.

DIDD Certificate is the form of documentation or approved electronic transcript

ISP Training-Person Centered: *(classroom and competency based)*

This course will cover what should be included in an Individual Support Plan written with person centered language and covering information about what is important to and important for the individual's safety and well being. Course will be required for Independent Support Coordinators and case managers but available to other staff possibly. The format proposed may become an electronic form as DIDS moves forward with new technology thus training may look different when and if there is an electronic application for creating the annual ISP document.

DIDS Certificate is the form of documentation

Mealtime Challenges: *(classroom and competency based)*

A one day course designed to teach proper positioning during mealtimes, appropriate food textures, consistencies and temperatures, the mechanics of a swallow, and problem solving around mealtime issues. This course stresses the importance of making the mealtime effective considering challenges may present before, during, and after mealtimes. There is a practical component so the participant can correctly demonstrate the knowledge and skill acquired during the course. There is also a written skills test at the end of the course.

DIDD Certificate is the form of documentation or approved electronic transcript

Medicaid Waiver Training: (*classroom and informational*)

Course covers informational material on the current Medicaid waiver for Tennessee which is updated when amendments are submitted for approval. Required as part of the ISC training and available to other agency staff and available as web training.

DIDD Certificate is the form of documentation

Medication Administration for Unlicensed Personnel
(classroom and competency based training)

Board Certified trained RN's (registered nurses) offer a 20 hour initial certification class which covers instruction on the body systems, drug classifications, medication orders, general medication abbreviations and symbols, generic instruction on charting and reporting medication errors as well as requiring competency in administering oral, topical, rectal, vaginal and inhalant medications.

DIDD Participant record with attendance and grades signed by certified trainer is official documentation but certificated and cards are created which are verified by Regional office

Outcomes and Action Steps: *(classroom and informational)*
The training session consists of one 4 hour session of information and exercises where participants acquire skills to develop and write person centered outcomes and action steps that are important to people. The training provides guidance regarding how to develop person centered outcomes that are important to the person, drive positive change in the lives of people supported and promote collective commitment to continue to listen, learn, and act.

NOTE: *This training is a prerequisite to the Outcomes and Action Step Follow up Workshop* listed below.

DIDD Certificate is the form of documentation or approved electronic transcript

Overview of Communication Training *(classroom and competency based training)*

Through lecture, video and activities this informative class offers ways in which support staff and others can best promote and support communication efforts throughout a person's day. Alternative non-verbal forms of communication are covered. Instruction is presented by certified clinical staff in each regional office.

DIDD Certificate is the form of documentation or approved electronic transcript

Person Centered Thinking: *(classroom and informational)*

This two day class trademarked by The Learning Community for Person Centered Practices, Inc. teaches skills needed to support people by being mindful of what is working and not working; recognizing and sorting "important to" and "important for" and finding the balance between them; defining staff roles and responsibilities with the donut sort tool; matching staff with those using services; learning about, using and recording communication; and using tools like the learning log and the 4 plus one questions to determine level one, two and three change that can be implemented to support people more effectively.

DIDD Certificate is the form of documentation or approved electronic transcript

Protection from Harm: Incident Reporting *(classroom and competency based)*

This course provides specific DIDD definitions of abuse, exploitation, and neglect and procedures for identifying and reporting incidents that occur in the community with those supported by contracted providers.

DIDD Basic or Advanced test is the form of documentation or approved electronic transcript

Sign Language: *(classroom and competency based)*

The participant will become more knowledgeable about simple commonly used signs and how to use them to communicate with individuals who are non-verbal.

DIDD Certificate is the form of documentation or approved electronic transcript

Supported Employment Overview: *(classroom and informational)*

The participant (Job Coaches and Supported Employment Managers) will become more knowledgeable about their role in coordinating the Division of Rehabilitation Services (DRS) and the DIDD employment processes. Learn about using time in community-based

day services so a person has the experiences needed to make an informed decision about 1) whether or not they want to work, and 2) if they do want to work, what type of work they are interested in. This overview addresses what's next when someone wants to work. Learn how to generate ideas that jump start the job development process and how to transition when DRS terminates their services.

DIDD Certificate is the form of documentation or approved electronic transcript

Title VI (Providers may utilize web-based, internal, or external curriculums which are competency based by completion of a course test)

All DIDD contracted providers must conduct an annual Title VI employee in-service training and document such in the personnel file. All providers must ensure that vendors, subcontractors and other contracted entities are clearly informed of Title VI responsibilities and are required to maintain Title VI compliance.

Documentation is based on Federal requirements

Other training and staff development opportunities are listed, along with contact information, on the DIDD Staff Development Calendar which is located on the DIDD web-site regional training tab or you may contact your regional staff development coordinator for class information.

East Region: (423) 787-6757 x 112 or (865) 588-0508 x 112

Middle Region: (615) 231-5057 or (615) 231-5342

West Region: (731) 421-5165 or (901) 745-7944

Web-based training offered by the College of Direct Support (CDS) or Relias Learning (RL) are both approved vendors for training provider agency staff in Tennessee. Both have courses identified to meet the federal and state training guidelines and to develop core competencies in agency staff and clinicians. DIDD strives to offer not only a minimum required curriculum but also a variety of training topics applicable to the field of developmental disabilities, rights and choice, cultural sensitivity, person centered thinking, abuse prevention and more. On these pages you will find those courses currently identified which meet those Tennessee guidelines. As both CDS and Relias Learning Systems continue to develop and revise their course offerings, we will continue to add courses to help Tennessee provider agencies provide the best training possible to their staff as we move toward CQL (Counsel on Quality and Leadership) accreditation and building basic assurances into our system for supporting persons with intellectual and developmental disabilities in Tennessee.

DSP New Hire Training Phase 1: (CDS coursework)

TNDIDD Maltreatment of Vulnerable Adults and Children (lessons 1-5)

TNDIDD Safety at Home and in the Community (Lessons 1,2,4,5,6,8)

TNDIDD Incident Reporting

TNDIDD Fire Safety

TNDIDD Universal Precautions

TNDIDD Introduction to Developmental Disabilities (lessons 1-5)

DSP Phase 2: (CDS coursework)

TNDIDD Positive Behavior Supports (lessons 1-7)

TNDIDD Person Centered Planning and Supports (lessons 1-5)

TNDIDD Teaching People with Disabilities (lessons 1-4)

TNDIDD Direct Support Professionalism (lessons 1-5)

TNDIDD Individual Rights and Choice (lessons 1-4)

TNDIDD HIPAA

DSP New Hire Training Phase 1: (Relias Learning coursework)

People with Disabilities Building Relationships and Community Membership

Identifying / Preventing Dependent Adult Abuse/Neglect

TNDIDD PFH Basic: Protection from Harm Training with training on the DIDD Incident Management Forms

Environmental Safety for Individuals with Developmental Disabilities

Risk Management for Persons with Developmental Disabilities

Physical Safety in the Workplace

Fire Safety

Blood-borne Pathogens (meets federal Universal Precautions requirement)

DSP Phase 2: (Relias Learning coursework)

Assisting People with Intellectual and Developmental Disabilities in Choice Making

The Role of the Direct Support Professional

Person-centered Planning and Thinking for Individuals with DD

Supporting Quality of Life for Persons with DD (choose Part 1: Birth to Adolescence or Part 2: Adults and Seniors - as applicable for agency staffing needs)

Systematic Instruction Strategies

Overview of the Principles of Positive Behavior Support for DSP's

Confidentiality and HIPAA

TNDIDD Title VI (offered in RL meets the federal requirement)

Relias Learning offers an open library for self enrollment of the following practical content and providers are encouraged to familiarize themselves with the content and utilize those courses which will build skills in your staff:

Developmental Disability General . . . . 47 courses

DSP Core Curriculum . . . . .25 courses

Employment Support . . . . .10 courses

Behavioral Health Introductory . . . . .10 courses

Compliance/OSHA . . . . 37 courses

Workforce Skills, Supervision and Management . . . . 53 courses

Human Services Workforce Development . . . . .48 courses

 Executive Board Leadership . . . . .29 courses

Workforce Skills and Development . . . . .27 courses

for a total of 286 courses

The Council of Quality and Leadership (CQL) partners with Relias Learning in offering courses that train on Personal Outcome Measures and the Basic Assurances. Those courses are identified below for the convenience of agencies who are striving to align their systems with the basic assurances and/or seek accreditation.

1) Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children

2) Application of the Personal Outcome Measures for Behavioral Health

3) Overview of the Personal Outcome Measures

4) Learning about People- Interviewing Techniques

5) Looking at the Data – Decision-Making around Personal Outcome Measures

6) The Power of Personal Outcome Measures

7) Using Personal Outcome Measures in Planning for People

8) Using Personal Outcome Measure in Evaluation and Planning for Organizations

9) Addressing Organizational Challenges & Opportunities in Implementing Person-Centered Planning

Curricula for Job Coaches

College of Direct Support:

TNDIDD Job Coach Training

Relias Learning Systems:

TNDIDD Job Coach Training Curriculum with TNDIDD Job Coach Training 2013 **plus** TNDIDD Supports for Success which must be completed before working as a job coach

Due within 30 days – Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding, and Evidence-Based Practices in Supported Employment Part 2: Supporting Employed Consumers

Due within 60 days – Creating Community Careers Part 1: Introduction to Customized Employment Part 1 and Part 2, Effective Communication in the Workplace, and Creating Community Careers Part 5: Systemic Instruction

**For those working with People with a Dual Diagnosis of Mental Health and ID we also suggest:

Evidence-based Practices in Supported Employment Part 1: Principles and Practicces for Job Finding

Evidence-based Practices in Supported Employment Part 2: Supporting Employed Consumers

** Please note the content on these two courses is very good and may be useful to all who act as Job Coaches. Neither is required training, merely offered for your consideration as some of the content leans heavily to those who support individuals with mental illness.

The following are web-based training offered by Relias Learning (RL) Relias Learning is committed to addressing training needs and continues to offer additional training curricula on disability related topics in an effort to build core competencies in staff. EL also offers some basic computer skills courses of Microsoft products like Word, Power Point, Excel and Outlook in several versions and levels as part of the available course catalog. For DIDD approved web-based training modules in CDS, learners can print a certificate from their personal page if desired. DIDD auditors will accept copies of certificates or an electronic transcript of courses and classes. A partial alphabetical listing of classes follow:

Age-Specific Care: (web-based and competency based)

This course is intended to provide you with an overview of developmental milestones and associated common disorders. This course deals with mental health and geriatrics and is appropriate for entry and intermediate level clinicians

Employee Transcript or Certificate is form of documentation

Autism Overview (web-based and competency based)

Whether you are a professional working with individuals with Autism or a family member this course presents an overview and should help you understand the complexities of the diagnosis and what you can do to contribute to a meaningful life for people living with autism spectrum disorders

Basic Introduction to HIV/AIDS (web-based and competency based)

This course gives key information needed to know about the HIV and AIDS viruses. By having a clear understanding of how they are contracted, diagnosed, treated, and prevented, you can keep yourself and those you are for safe – you can also clear up misunderstandings about HIV/AIDS by providing the facts.

Employee Transcript or Certificate is form of documentation

Cultural Competence for the DSP (web-based and competency based)

This course discusses the concept of cultural diversity and provides an overview of the DSP's role in responding to cultural diversity in clients and co-workers.

Employee Transcript or Certificate is form of documentation

Cultural Diversity (web-based and competency based)

By taking this training, you will be better prepared to work effectively with the culturally diverse individuals that your organization serves

Employee Transcript or Certificate is form of documentation

Dental and Oral Health for Individuals with Developmental Disabilities (web-based and competency based)

This course discusses types of oral and dental health problems and the difficulties encountered by individuals with DD who have these health needs. It identifies the types of obstacles: informational, physical and behavioral that may interfere with an individual's ability to obtain help and provides practical guidance on how to overcome these barriers.

Employee Transcript or Certificate is form of documentation

Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities (web-based and competency based)

This course discusses the signs and symptoms of common illnesses and the appropriate responses and describes how to take vital signs

Employee Transcript or Certificate is form of documentation

Ways to support Individuals with Autism (web based and competency based)

This is a video course that reviews the fundamentals of Autism Spectrum Disorders (ASD) and includes how to support individuals with learning, interacting, communicating and coping.

Employee Transcript or Certificate is form of documentation

The following are web-based trainings offered by College of Direct Support
The College of Direct Support is committed to addressing training needs and continues to offer additional training curricula on Disability related topics in an effort to build core competencies in staff. Ask your College of Direct Support Administrator for more information for accessing new curricula. For DIDD approved web-based training modules in CDS, learners can print a certificate from their personal page if desired. DIDD auditors will accept copies of certificates or an electronic transcript of courses and classes. A partial alphabetical listing of classes follow:

Autism: *(web-based and competency based)*

This course is an introduction to the topic of Autism Spectrum Disorders (ASD). Autism was once thought to be a rare disability. However, the number of people with autism is increasing. This course will introduce information on the causes, characteristics, and symptoms of autism.

CDS Employee Transcript is form of documentation.

Cerebral Palsy: *(web-based and competency based)*

This course introduces support professionals and others to the disability. Cerebral Palsy is a very common disability. It is a brain disorder that affects body movement and also affects muscle coordination. Learners will learn to recognize common characteristics of cerebral palsy and it will also describe the main types of cerebral palsy.

CDS Employee Transcript is form of documentation.

Community Inclusion: *(web-based and competency based)*

This course helps Direct Support Professionals (DSP) understand their roles in supporting the inclusion of people with developmental disabilities in the communities in which they live and work. It provides an overview of inclusion and why it is important, and the learner is given strategies for enhancing inclusion of individuals with developmental disabilities.

CDS Employee Transcript is form of documentation.

Cultural Competence: *(web-based and competency based)*

This course is an overview of cultural competence and its importance in daily support to people with disabilities. The learner is helped to understand the key components of cultural competence including: valuing diversity; recognizing one's own culture and the culture of others; and having the resources and ability to adjust one's behavior to meet the needs of the situation. Learners are asked to reflect on their capacities in these areas

at different points during the course. The learner is given many opportunities to learn more about their own culture and reflect on the similarities and differences with other cultures.

CDS Employee Transcript is form of documentation

Everyone Can Communicate: *(web-based and competency based)*

Communication is important to everyone. It can help people get along with one another. Yet, it can also create barriers that lead to misunderstandings. It is an effective tool that can help people get what they want and need. Communication plays an important role in building relationships. This course will help you understand the important role you play as a communication partner.

CDS Employee Transcript is form of documentation

Job Coach Training *(web-based and competency based)*

This training, grounded in best practices, provides instruction on topics such as the significance of supported employment, the roles and expectations of a job coach and on the development and implementation of natural supports.

 CDS Employee Transcript and certificate is form of documentation

Medication Support: *(web-based and competency based)*

This web course is an introduction to supporting people in effectively and safely managing their medications. The course includes information on: working with prescribing health care professionals; proper storage and administration of medications; monitoring for problems and reactions to medications; and communication and documentation. The course must meet the multiple and at times conflicting needs of different learners caused by differences in regional laws and the needs of the persons being supported. It has been developed with some unique tools and structures to help the learner with this. This course has been developed with 2 mini-lessons which are highly focused on one set of skills and can be completed more quickly than the full lessons. Learners should take these only as they apply to their needs. **(Web lessons do not replace Medication Administration for Unlicensed Personnel classroom instruction and certification which is required of all unlicensed personnel who assist service recipients with taking medications)**

CDS Employee Transcript is form of documentation

Personal Care: *(web-based and competency based)*

Grooming and hygiene is an important part of daily life. Grooming and hygiene can reflect a person's well-being and self-esteem. Poor hygiene can lead to poor health. Learners will review methods for completing many grooming and hygiene tasks. Learning to support people with personal care in a sensitive and respectful manner is discussed. It is also important to respect a person's own grooming habits. These are personal and unique, and can be culturally based. DSPs will learn how to find out about people's personal style and preferences. Learners will review methods for completing many grooming and hygiene tasks. This course will also help learners understand health concerns and risks related to personal care.

CDS Employee Transcript is form of documentation

DIDD Protection from Harm Incident Reporting: *(web-based and competency based)*

This module provides specific DIDD definitions of abuse, neglect and exploitation and procedures for identifying and reporting incidents that occur in the community with those supported by contracted providers.

Approved electronic transcript

Supporting Healthy Lives: *(web-based and competency based)*

This course provides an overview of information needed to understand what it takes to lead a healthy life and how to support people with disabilities in making good choices related to their health. It covers the importance of making healthy choices such as eating right and getting the right amount of exercise. It reviews health-related issues across the life span and gives advice on working with health care providers. A lesson on recognizing the signs and symptoms of illness is included.

CDS Employee Transcript is form of documentation.

You've Got a Friend: Supporting Family Connections, Friends and the Pursuit of Happiness *(web-based and competency based)*

This course explores the importance and meaning of human relationships in the lives of all people, including people of all ages with disabilities. In it the learner reflects on the benefits that healthy relationships bring to people's lives and why they are valuable. The learner identifies the common perceptions and prejudices about people with disabilities that create barriers to social relationships. The learner is taught the common challenges that DSPs face when supporting people in developing and maintaining relationships and specific strategies for overcoming these challenges. In addition, the learner explores family

relationships and how to effectively support these special long-term relationships that are so important to people with developmental disabilities.

CDS Employee Transcript is form of documentation

Other training and staff development opportunities are listed, along with contact information, on the DIDD Staff Development Calendar which is located on the DIDD web-site regional training tab or you may contact your regional staff development coordinator for class information.

East Region: (423) 787-6757 x 112 or (865) 588-0508 x 112

Middle Region: (615) 231-5057 or (615) 231-5342

West Region: (731) 421-5165 or (901) 745-7944

Tennessee Department of Intellectual and Developmental Disabilities
Staff Development Requirements:

Direct Support Professionals (DSP) of Day, Residential and Personal Assistance Provider Agencies
Phase I (30-Day) Training

(Training that must be completed within 30 days of hire date and before DSP works alone with any service recipient.)

Direct Support Professionals are staff who provides direct, face-to-face support in areas such as activities of daily living to service recipients. This includes, but is not limited to: Personal Assistants, Job Coach or Employment Support Staff, relief, floating, temporary or substitute Direct Support Professionals, Day or Residential Direct Support Professionals, Certified Nurses Aid or Certified Nurse Technicians providing direct support, and van or transportation drivers.

Direct Support Professionals	DIDD Approved Resource	Documentation Requirements
CPR including Abdominal Thrust	• **American Heart Association including Family and Friends certification** • **American Red Cross** • **American Health & Safety Institute (ASHI) or American Health & Safety Council First Responder** • **National Safety Council** DIDD will not accept web-based CPR/ First Aid training nor will it accept any resources other than stated above after current certifications expire.	Full content view of current certification card or certificate from training entity

First Aid	**American Heart Association** **American Red Cross** **American Health and Safety Institute or Council (ASHI)** **American Health & Safety Council First Responder** **National Safety Council** **Emergency Medical Technicians** **Certified Nursing Assistant** **Certified Nursing Technician** **Licensed Practical Nurses (LPN)** **Registered Nurses (RN)**	Full view copy of current certification card or current certification verification for EMT, CNA, CNT, LPN or RN's along with license
NOTE: DIDD will not accept web-based CPR/First Aid training nor will it accept any resources other than stated above after current certifications expire.		
Fire Safety	**Web-based College of Direct Support or Relias Learning**	Web-based Employee Transcript **and** demonstrated competency on keeping the person safe where they live, work and play in the event of a fire or natural disaster addressed during Information and Training Specific to the Person.
Maltreatment of Vulnerable Adults and Children: **Lesson 1:** Defining Abuse, Neglect, and Exploitation **Lesson 2:** Preventing Abuse, Neglect, and Exploitation **Lesson 3:** Reporting Abuse, Neglect, and Exploitation	**Web-based College of Direct Support** **(includes DIDD Annotations based on DIDD policy and procedures)**	**Web-based Employee Transcript**

Lesson 4: Documenting Abuse, Neglect, and Exploitation **Lesson 5:** Following Up on Reports		
Or **Identifying & Preventing Dependent Adult Abuse and Neglect PLUS** **TNDIDD PFH Basic: Protection from Harm training with training on the DIDD Incident Management forms**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Safety at Home and in the Community: **Lesson 1:** Risks, Choice and Common Sense **Lesson 2:** Safety at Home ***NOTE: Lesson 3**: Fire Safety has been "pulled out" of this module to be assigned separately (see above) **Lesson 4:** Responding to Emergencies **Lesson 5:** Safety for All Occasions **Lesson 6:** Motor Vehicle Safety ***NOTE: Lesson 7**: Universal Precautions and Infection Control has been "pulled out" of this module to be assigned separately (see below) **Lesson 8:** Accident and Incident Reporting	**Web-based College of Direct Support**	**Web-based Employee Transcript**
or **Environmental Safety for Individuals with Developmental Disabilities** **Risk Management for Persons with Developmental Disabilities** **Physical Safety in the Workplace**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Lesson 7: Universal Precautions and Infection Control or Blood-Borne Pathogens	**Web-based College of Direct Support** *Or other classroom curriculum with the DIDD evaluation being the method of competency* **Web-based Relias Learning**	**Web-based Employee Transcript** **Or DIDD classroom evaluation in the employee training file.**
Introduction to Developmental Disabilities: **Lesson 1:** A Brief History of Developmental Disabilities **Lesson 2:** The Language and Ideas of Best Practices **Lesson 3:** Terminology and Classification **Lesson 4:** Causes of Developmental Disabilities **Lesson 5:** Services for People with Developmental Disabilities **or**	**Web-based College of Direct Support**	**Web-based Employee Transcript**
People with Disabilities Building Relationships & Community Memberships	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Information and Training Specific to the Person using format like the Personal Profile document *found* in this guide.	Direct information sharing and training with the employee regarding the information and skills needed to support people.	DIDD format or a provider specific format containing the same content information as noted on DIDD *Personal Training Profile* and how to keep the person safe in various environments in the event of a fire or natural disaster.

Direct Support Professionals (DSP) of Day, Residential and Personal Assistance Provider Agencies

Phase II Training (60 Day)

Direct Support Professionals	DIDD Approved Resource	Documentation Requirements
Individual Rights and Choice: **Lesson 1:** Overview of Individual Rights **Lesson 2:** Restrictions of Individual Rights **Lesson 3:** Overcoming Past of Barriers & Restrictions **Lesson 4:** Your Role in Supporting Expression of Rights and Facilitating Choice Making	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Assisting People with Intellectual and Developmental Disabilities in Choice Making**	**Web-Based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Person Centered Planning and Supports: **Lesson 1:** Foundations of Person-Centered Planning **Lesson 2:** An Overview of Person-Centered Approaches **Lesson 3:** The Person-Centered Planning Process **Lesson 4:** Bringing Person-Centered Plans to Life **Lesson 5:** Person-Centered Planning Process	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Person Centered Planning for Individuals with Developmental Disabilities PLUS**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Supporting Quality of Life for Persons with DD Part 1: Birth to Adolescence (or) Supporting Quality of Life for Persons with DD Part 2: Adults and Seniors as applicable for agency staffing needs		
Teaching People with Disabilities: **Lesson 1:** Understanding Teaching **Lesson 2:** Preparing to Teach **Lesson 3:** Teaching Strategies **Lesson 4:** Organizing and Applying Teaching Strategies	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Systematic Instruction Strategies**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Positive Behavior Support: **Lesson 1:** Understanding Behavior **Lesson 2:** Functions and Causes of Behavior **Lesson 3:** Understanding Positive Approaches **Lesson 4:** Preventing Challenging Behavior **Lesson 5:** Responding to Challenging Behavior **Lesson 6:** Behavior Support Plans **Lesson 7:** Rules, Regulations, Policies, and Rights	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Overview of the Principles of Positive Behavior Supports for DSPs**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Direct Support Professionalism:	Web-based College of Direct	Web-based Employee Transcript
(Formerly referred to as Sensitivity Training) **Lesson 1:** Becoming a Direct Support Professional **Lesson 2:** Contemporary Best Practices **Lesson 3:** Applying Ethics in Everyday Work **Lesson 4:** Practicing Confidentiality **Lesson 5:** Working with Your Strengths and Interests	Support	
Or **The Role of the Direct Support Professional**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Health Insurance Portability and Accountability Act (HIPAA) is offered as web course and can be used to meet Federal requirement for training. Annual training on HIPAA is recommended.

Lesson 6: Health Insurance Portability and Accountability Act (HIPAA)	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Confidentiality and HIPAA**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Program Support Staff of Day, Residential and Personal Assistance Provider Agencies
Phase I Training (30 Day)

 Program Support Staff do not necessarily include the provision of direct services, but do include the *oversight* or *supervision of* direct support professionals with direct support responsibilities. This includes but is not limited to: Residential, House, Group Home Manager, Social Worker, Case Manager, Residential Coordinator, and Program Coordinator**.**

Program Support Staff	DIDD Approved Resource	Documentation Requirements
Fire Safety *Only required for any program staff that work in a residential setting or a facility based program.	**Web-based College of Direct Support or Relias Learning** *Only required for any program staff that work in a residential setting or a facility based program.	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Maltreatment of Vulnerable Adults and Children **Lesson 1:** Defining Abuse, Neglect, and Exploitation **Lesson 2:** Preventing Abuse, Neglect, and Exploitation **Lesson 3:** Reporting Abuse, Neglect, and Exploitation **Lesson 4:** Documenting Abuse, Neglect, and Exploitation **Lesson 5:** Following Up on Reports	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Identifying and Preventing Dependent Adult Abuse and Neglect AND TNDIDD PFH Protection from Harm Basic Training AND Incident Management Forms training**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Introduction to Developmental Disabilities: **Lesson 1:** A Brief History of Developmental Disabilities	**Web-based College of Direct Support**	**Web-based Employee Transcript**

Lesson 2: The Language and Ideas of Best Practices **Lesson 3:** Terminology and Classification **Lesson 4:** Causes of Developmental Disabilities **Lesson 5:** Services for People with Developmental Disabilities		
Or **People with Disabilities Building Relationships & Community Memberships**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Federal Requirements of Title VI, AND **Lesson 7:** Universal Precautions and Infection Control Or **Blood-borne Pathogens** (Relias Learning)	**Web-based College of Direct Support or Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Program Support Staff of Day, Residential and Personal Assistance Provider Agencies

Phase II Training (60 Day)

Program Support Staff	DIDD Approved Resource	Documentation Requirements
Person Centered Planning and Supports: **Lesson 1:** Foundations of Person-Centered Planning **Lesson 2:** An Overview of Person-Centered Approaches **Lesson 3:** The Person-Centered Planning Process	**Web-based College of Direct Support**	**Web-based Employee Transcript**

Lesson 4: Bringing Person-Centered Plans to Life **Lesson 5:** Person-Centered Planning Process		
Or **Person Centered Planning for Individuals with Dev Disabilities PLUS Supporting Quality of Life for Persons with DD Part 1: Birth to Adolescence (or)** **Supporting Quality of Life for Persons with DD Part 2: Adults and Seniors** as appropriate for staffing	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Positive Behavior Support: **Lesson 1:** Understanding Behavior **Lesson 2:** Functions and Causes of Behavior **Lesson 3:** Understanding Positive Approaches **Lesson 4:** Preventing Challenging Behavior **Lesson 5:** Responding to Challenging Behavior **Lesson 6:** Behavior Support Plans **Lesson 7:** Rules, Regulations, Policies, and Rights	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Overview of the Principles of Positive Behavior Supports for DSPs**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Note** <u>Staff with Incident Manager Role must complete the TNDIDD PFH Protection from Harm **Advanced** course in addition</u>

Managerial Staff of Day, Residential and Personal Assistance Provider Agencies
Phase I Training (30 Day)

Managerial Staff includes staff whose responsibilities include management of ALL aspects of the business entity providing any DIDD services. This includes but is not limited to: Executive Directors, Chief Executive Officer, Principle Administrator, Assistant Director or Chief Financial Officer

Managerial Staff	DIDD Approved Resource	Documentation Requirements
Fire Safety *Only required for any managerial staff that work in a residential setting or a facility based program.	**Web-based College of Direct Support or Relias Learning** *Only required for any managerial staff that work in a residential setting or a facility based program.	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
Maltreatment of Vulnerable Adults and Children: **Lesson 1:** Defining Abuse, Neglect, and Exploitation **Lesson 2:** Preventing Abuse, Neglect, and Exploitation **Lesson 3:** Reporting Abuse, Neglect, and Exploitation **Lesson 4:** Documenting Abuse, Neglect, and Exploitation **Lesson 5:** Following Up on Reports	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Identifying and Preventing Dependent Adult Abuse & Neglect PLUS TNDIDD PFH Basic Protection from Harm training with DIDD Incident Management Forms**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Introduction to Developmental Disabilities module with all 5 lessons	Web-based College of Direct Support	Web-based Employee Transcript
Or People with Disabilities Building Relationships & Community Memberships	Web-based Relias Learning	Web-based Employee Transcript with course grade or copy of test and sign in sheet for completing course work in classroom setting

Managerial Staff of Day, Residential and Personal Assistance Provider Agencies

Managerial Staff	DIDD Approved Resource	Documentation Requirements
Central Office Orientation	DIDD Central Office	DIDD Certificate of Completion or copy of sign in sheet
*Only required during the application process for providing services through DIDD, or when new managerial staff is hired within an existing approved provider.		
Regional Office Orientation:	DIDD Regional Offices	DIDD Certificate of Completion
*Only required for new provider agencies approved to provide services in the region(s), or for new Managerial Staff that are hired within an existing approved provider.		

Administrative/Operational Support Staff of Day, Residential and Personal Assistance Provider Agencies
Phase I (30 Day)

Administrative/Operational Support Staff typically perform tasks necessary to accomplish activities that support the service the provider provides to the service recipient. It does not involve direct contact with service recipients. This includes but is not limited to: Cooks or dietary staff, building maintenance staff, personnel directors, bookkeepers, accountants, secretaries, or administrative assistants.

Administrative/Operational	DIDD Approved Resource	Documentation Requirements
Fire Safety	Web-based College of Direct Support or Relias Learning	Web-based Employee Transcript with course grade or copy of test and

	*Only required for any administrative staff that work in a residential setting or a facility based program.	sign in sheet for completing course work in classroom setting
Maltreatment of Vulnerable Adults and Children: **Lesson 1:** Defining Abuse, Neglect, and Exploitation **Lesson 2:** Preventing Abuse, Neglect, and Exploitation **Lesson 3:** Reporting Abuse, Neglect, and Exploitation **Lesson 4:** Documenting Abuse, Neglect, and Exploitation **Lesson 5:** Following Up on Reports	**Web-based College of Direct Support**	**Web-based Employee Transcript**
Or **Identifying and Preventing Dependent Adult Abuse & Neglect PLUS TNDIDD PFH Basic Protection from Harm training with DIDD Incident Management Forms**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

Independent Support Coordinators

Independent Support Coordinators	DIDD Approved Resource	Documentation Requirements
Identifying and Preventing Dependent Adult Abuse & Neglect PLUS TNDIDD PFH Basic Protection from Harm training with DIDD Incident Management Forms	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting

ISC Certification **Independent Support Coordination training provided in modules covering the following:** • **Overview of Intellectual Disabilities (web course recommended)** • **Person Centered Thinking** • **ISP Planning and Development** • **Outcomes and Action Steps and Follow Up** • **Assessments (web course)** • **ISP Monitoring** • **Appeals Process** • **TennCare and Waivers (web course)**	**Classroom training or Web-based Relias Learning courses listed below** **People with Disabilities Building Relationships & Community Memberships** **TNDIDD Assessments** **TNDIDD TennCare Waiver**	**Classroom Material will be taught by DIDD staff, ISC staff and content experts in a variety of settings and upon completion a certificate will be issued by DIDD regional office.**

Managerial Staff of Independent Support Coordination Agencies

Managerial Staff	DIDD Approved Resource	Documentation Requirements
*Orientation Only required for new provider agencies approved to provide services in the region(s), or for new Managerial Staff that are hired within an existing approved provider.		

Orientation	**Central Office Orientation** (Only required for new Executive Director, CEO and Board Chair)	**DIDD Certificate of Completion or copy of sign-in sheet**
	Regional Office Orientation (Only required for new Executive Director, CEO, Assistant Director)	**DIDD Certificate of Completion or copy of sign-in sheet**

Clinical Services Staff
Phase I Training (30 Day)

Clinical Service staff is professional and/or licensed staff that are either employed by or contracted by a provider agency to provide clinical services. Such clinicians include but are not limited to physical and occupational therapists, speech & language pathologists, audiologists, orientation and mobility specialists, dieticians, behavior specialists, behavior analysts, registered nurses (RN) and licensed practical nurses (LPN). **This training requirement excludes Nurses who provide Nurse Oversight *only.***

Clinical Services Staff	DIDD Approved Resource	Documentation Requirements
Maltreatment of Vulnerable Adults and Children: **Lesson 1:** Defining Abuse, Neglect, and Exploitation **Lesson 2:** Preventing Abuse, Neglect, and Exploitation **Lesson 3:** Reporting Abuse, Neglect, and Exploitation **Lesson 4:** Documenting Abuse, Neglect, and Exploitation **Lesson 5:** Following Up on Reports	**Maltreatment of Vulnerable Adults and Children**	**Web-based Employee Transcript or classroom Course test**

Or **Identifying and Preventing Dependent Adult Abuse & Neglect**	**Web-based Relias Learning**	**Web-based Employee Transcript with course grade** or copy of test and sign in sheet for completing course work in classroom setting
DIDD PFH Protection from Harm and Incident Management Forms training	**DIDD approved web-based training or classroom training**	**Web-based employee Transcript or classroom Course test**

Orientation for Clinical Providers and New Independent Providers

Clinical Services Staff	DIDD Approved Resource	Documentation Requirements
Regional Office Orientation (general)	**DIDD Regional Offices (optional)**	**DIDD Certificate of Completion or copy of sign-in sheet**
Regional Clinical Orientation by Therapy - **Nursing, Behavioral, & all others (speech, OT, PT, Orientation & Mobility, etc)**	**DIDD Regional Offices (required of all hands-on therapists)**	**DIDD Certificate of Completion or copy of sign-in sheet**

Note Federal Requirements for Title VI, etc. must be followed**

Annual Reviews or Re-Certifications

Course	Revised Refresher DIDD Training Requirements
CPR including Abdominal Thrust	Re-Certification required based on the timeframes set forth by the certifying entity, i.e. American Red Cross, American Heart Association
First Aid	Re-Certification required based on the timeframes set forth by the certifying entity i.e. American Red Cross, American Heart Association

Universal Precautions	Required **annually** by the Occupational Safety & Health Administration (OSHA) see original applicable grid for Documentation requirements

NOTE: Service Recipients that are employed by a DIDD contracted provider are exempt from completing the required training but may be given the opportunity to participate if they choose.

*Annotations (Web-Based Training)

Global annotations have been added to certain lessons on the web-based modules to include information or explanation of the training content. Global annotations are developed and maintained by the Tennessee Director of Staff and Provider Development. However, site specific annotations can be developed for training as it pertains to each provider. Examples consist of adding procedural information, internal contact information or further explanation or information that is specific to the organization but continues to support the content of the lesson and DIDD guidelines. A listing of Global Annotations is included in the College of Direct Support Administrator's Packet. All employees using the web-based training are to be instructed regarding the purpose and awareness of annotations.

*See definition in the Glossary of Terms

Competency Based

Most Tennessee staff development training opportunities are competency based. This means that the learner has been deemed qualified or capable of demonstrating knowledge or skill in the content taught. There are typically two ways to demonstrate competency: written tests or evaluations and demonstration of the skill being acquired. When using a test or evaluation at least 80% is required to confirm "successful" completion or competency. To verify competency using demonstration of the skill, the qualified instructor observes the learner performing the skill in an approved manner.

Certification

Some staff development courses/training requires certification. To certify someone means to confirm formally as a result of meeting a standard successfully. Certifications and ***re-certifications** are required for CPR, First Aid and Medication Administration for Unlicensed Personnel based on the certifying entity's timeframes.

Independent Support Coordinators are required to be certified by DIDD as an ISC. A DIDD Certification will be provided to the ISC upon successful completion of all ISC training modules.

Required Time Frames

Phase I training is required to be completed within 30 days of the first date an employee is paid for work or training at a provider organization. This is considered the employee's date of hire (DOH). For independent clinical providers the 30 days would begin the first day they provide a direct service to an individual, however; this does not preclude them from obtaining training before they initiate provision of services.

Direct Support Professionals cannot work alone until they successfully complete the Phase I training requirements.

Phase II training is required to be completed within 60 days of the first date an employee is paid for work or training. Direct Support Professionals can ***work alone** while completing the Phase II training.

*See definition in the Glossary of Terms

Short Term Respite Care (30 Days or less):

*Respite care providers operate as a service agency providing respite services along with other services. A service agency must utilize existing trained direct support professionals. The service recipient may receive respite from the trained direct support professional in their home or a location provided by a respite care provider contracted with or employed by a service agency or respite care provider.

*See definition in the Glossary of Terms

Volunteers or Students

DIDD appreciates the volunteers and students who share their time and abilities with service recipients. Volunteers are people that perform a service or support of his or her free will with service recipients. A student would be one that is pursuing a degree or career in an area of human services or professional work and, as part of their academic curriculum, performs a practicum or internship to gain experience and education in that field.

Providers have an obligation to provide appropriate information and/or skills training to volunteers and students as necessary to protect the immediate health and safety of the service recipient. Agency policies on volunteers may vary but **No volunteer or student will be left alone or shall be expected to be accountable for a service recipient(s) and the duties expected to be performed for the service recipient(s).**

Training Requirements for Volunteers/Students

The provider is required to complete Information and Training Specific to the Person with all volunteers and students. The information and skills to be addressed will vary depending upon the nature and time of the interaction being provided by the volunteer or student. The provider must ensure that the volunteer or student has the necessary information and skills to provide the support safely and effectively during the time they are interacting or providing the support or service. The provider must have Protection from Harm Statements signed by the student or volunteer per the provider agreement. ***Consent** must be obtained from the service recipient or the service recipient's legal representative before any personal information is shared**.**
Note - Volunteers and students need to be run through the abuse and felony offender registries before interacting with the people.

Natural Supports

Natural supports are people that already exist in a circle of support or can be fashioned to provide supports that are not funded by DIDD or other health care systems. Natural supports are often developed through connections and relationships with other people or organizations in the community, such as churches, neighborhoods, clubs, etc. A provider is required to supply information and skills training as necessary to provide safe and effective natural supports. The information will be based on the time they are spending together. ***Consent** must be obtained from the service recipient or the service recipient's legal representative before any personal information is shared.

The Tennessee Department of Health Rule 1200-20-12 specifies the criteria that must be met in order for unlicensed personnel to be authorized to administer medications. This rule does not permit a provider agency to utilize unlicensed natural supports or volunteers to administer medications during those hours when the provider agency is responsible for providing services. This is applicable whether or not the unlicensed natural supports or volunteers have received Medication Administration training.

Training Documentation for Volunteers, Students or Natural Supports

Providers must maintain a general personnel file or files containing documentation of training completed for volunteers, students and natural supports. Documentation must include the name of the volunteer, student or natural support, the name of the person or venue providing the training, an explanation of the training that is needed, and a brief description of the training provided, along with the date the training was provided. This documentation can be completed by using the *Personal Training Profile* form or on another provider specific format containing the same elements. For any additional training using the web-based venue the training transcript is acceptable documentation. Classroom training documentation includes the test and/or certificate of completion.

Hospital Attendants

Individuals supported sometimes require hospitalization. When this occurs it might be necessary for a hospital attendant to assist with activities of daily living such as toileting, communicating, dressing etc. This service has to be requested through the DIDD Regional Offices. Hospital attendant services are generally provided through an approved contracted DIDD provider who supplies fully trained direct support professionals.

Title VI of the Civil Rights Act of 1964

DIDD contracted providers must comply with Title VI requirements. DIDD providers must not exclude or deny benefits to or otherwise discriminate against any applicant for services or service recipient based on race, color, or national origin in the admission to or participation in any of its programs and activities. **(Reference Provider Manual, Chapter 2 Consumer Rights and Responsibilities)**

All DIDD contracted providers must conduct an annual Title VI employee in-service training and document such in the personnel file. All providers must ensure that vendors, subcontractors and other contracted entities are clearly informed of Title VI responsibilities and are required to

maintain Title VI compliance. **(Reference Provider Manual, Chapter 2 Consumer Rights and Responsibilities)**

To access this training DIDD contracted providers may utilize web-based, internal or external curriculums which are competency based by mastery (80%) of a course test.

Information and Training Specific to the Person

Information and training specific to the person is crucial in providing safe, comfortable, and successful support to individuals with intellectual disabilities.

Safe – secure from danger, harm, and injury; free from risk; unhurt

Comfortable – providing physical comfort; free from stress and anxiety

Successful – having a favorable outcome; having obtained something desired or intended.

How does the Individual Support Plan (ISP) correspond with information and training specific to the person?

The ISP is the plan of care for the individual and provides critical information regarding what is important to the person as well as what is important for them. Based on this information, what people need to know or do to support the person is addressed along with what services and supports are needed.   However, sometimes there is a need to expand on the information to enhance the way the direct support professional and others support the individual on a day to day basis. Therefore, the format, **Personal Training Profile** is offered here to **complement** the ISP. The **Personal Training Profile** should be consistent with the information in the ISP but might expand on the details or provide clarification needed regarding the delivery of supports and services. See the appendices for samples but providers may choose to develop their own formats covering the same information rather than use the *Personal Training Profile*.

Providing additional information that is important to and important for the individual will enhance relationships between the staff and the individual supported. A well trained employee is expected to study and implement the ISP using staff instructions to achieve action steps and outcomes.

When should information and training specific to the person be provided?

Information and training specific to the person is to include knowledge and skill acquisition that is required to be completed within *30 days* of employment but before working alone with an individual. Maintaining a copy of the Personal Training Profile information at the work site is recommended so that it can easily be referred to as needed by the DSPs and others.

When should information and training specific to the person be updated?

ISPs are updated at least annually. Therefore, **information and training specific to the person** should at least be updated annually upon receiving an updated ISP. However, anytime there are changes that modify the way services or supports are delivered to that person updating the ***appropriate sections of the Personal Training Profile*** are required and are to include, either, re-training or re-informing staff on the new or changed information.

What information should be included in the *Personal Training Profile?*

Included below are areas that are to be addressed when providing information and training specific to the person.   It is recommended the content be easy to read and provides enough information to present a "picture" of the person they are supporting, but not solely duplicate the ISP. **Again, training specific to the person complements the ISP.**

PERSONAL TRAINING PROFILE (Instructional Guide)

Person's Name:

Information and Training Specific to the Person	
Employee Name:	Training Date: *Post the date for which all training/information was completed.* *Add additional dates when updates are provided.*
☐ Annual ☐ Update: Date Section ☐ Update: Date Section *Use this section to note if this is an annual training or updated information. When it is updated include the section(s) that were updated.*	Instructor(s): *List the names of instructors that provided the training and information noted in the Personal Training Profile.*

I. What you must know about me first? What people admire about me?

Note the critical information that someone should know about me upon their initial encounters. Include the things that people admire about the person or think is great. By providing this information it will facilitate a positive interaction and commonalities between the staff and the person being supported. This might also include non-negotiables in their life that without them could cause a negative response or impact on the person's day

II. How do I communicate? *Not all people supported use words to communicate but virtually everyone can and does communicate. It is imperative that all staff know how the person communicates and what it means so that the interaction between the person and the staff is positive and the needs and desires of the person can be understood and provided. People who do not use words to communicate may use facial or body expressions to communicate. In these cases the facial and body expressions need to be clearly identified and described or even shown, if possible. Even those who use words also may use behavior to communicate, if so this needs to be shared. Lack of effective communicating, as we know, can cause distress, negative responses, safety issues, ineffective supports etc. **Using the Person Centered Tool, the***

Communication Chart, is an excellent resource for capturing this information			
(Narrative) (Communication Chart below)			
What is Happening?	*What Does do?*	*What we think it means?*	*What others should do?*

III. Relationships: (Relationship Map tool) *Staff should be aware of those people important to the person they support. This usually includes friends and family. Knowing this information the staff can assist the person to maintain their relationships. Families and conservators are instrumental in the care and support of the person; therefore, knowing the relationship and expectations of these entities is critical. People who are paid to support the person at work, home, or community should be noted also to show how they fit into the person's life. This includes therapist, behavior analyst and any others that support the person. The Relationship Map is a good tool to demonstrate and gather those who are important to and for the person.*

Family and Friends:	**Paid Staff:**	**Others:**

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool) *This is the area that explains what supports and/or services the person really needs to assist them to have a safe and comfortable life, day to day. It may be health related or may be just things that make their day a good day and are important to and for the person. Many of us, if not all, have rituals, habits or daily activities that we prefer to occur throughout each day that helps us to have a good day. This is the area in which these things would be expanded to include rituals in the mornings, afternoons, night time, weekend vs. weekday, celebrations, etc. This is not intended to be the schedule to follow each and every day. All of us have certain routines we like to follow, such as when we eat, when we bathe, what time we get up or go to bed, etc. However, sometimes routines are interrupted by things we choose or even unexpected things like not feeling well, or having friends over. Using the Person Centered Tools Good Day/Bad Day and Rituals is helpful for gathering this information.*

V. Things I really like to do and places I enjoy going?
This includes significant places the person underlineenjoys going because it is important to him/her and he/she would be distressed if they couldn't go. It is not a "laundry list" of places the person goes to shop, eat or for entertainment; however, places the person "counts on" going or expresses much desire to go should be noted.

VI: What supports do I need for Activities of Daily Living (ADL) and what do they look like for me?
Learning is part of life and learning helps us to be more independent. Staff should be aware of what supports the person needs to complete certain activities of daily living (ADL). Staff need to know when to intervene, and when not to, when a person is participating in an activity. If a person has the skills to perform daily living activities they should be encouraged to do so, but if they need support in part of those daily living activities, staff should be aware of those times they need to intervene without hampering independence. Some individuals have physical conditions that might limit the amount of independence

therefore, supports would be needed. A teachable moment is a time at which a person is likely to be particularly disposed to learn something or particularly responsive **to being taught or made aware of something, therefore, it is important to the person.**

VII. How to keep me safe in the event of a fire or natural disaster?

Each employee is to be trained on the agency's evacuation plan. Each employee should have received training on Fire Safety and Safety in the Home or Community. However, in this section it should clearly explain how to support the <u>specific person</u> *during the event of a fire or natural disaster across all environments, i.e. day program, job site, home, recreation, traveling etc. Describe what personal verbal and/or physical support is needed to either evacuate or relocate to a safe place within or outside the home.*

☐ **Are there implementation or staff instructions that need to be followed?**
(Please mark all that apply and provide the date staff was trained)

Skill Acquisition Documentation: *There will still be a need to document that the staff received the specific skill acquisition training by either a supervisor, clinical professional or any others that are deemed qualified trainers for the specific skill. Include the training date.*

☐ Speech and Language/Hearing Instructions/equipment Plan

☐ Mealtime Instructions

☐ Behavior Support Instructions/plan

☐ Nutritional Instructions

☐ Adaptive equipment instructions

☐ Physical Therapy Instructions

☐ Occupational Therapy Instructions

☐ Outcomes/Action Step Instructions

☐ Other

Signature of Employee:

Signature of Instructor:

Skills Training involves teaching the direct support professional how to perform a specialized intervention, technique, or interaction. This might include: mealtime instructions, positioning instructions, oral hygiene instructions, utilization of adaptive equipment or assistive technology, implementing behavior support plans, etc. Competency for a skill acquisition is determined by the staff correctly demonstrating the skill and verification of competency by the qualified instructor. (see appendix for forms)

Who provides the *Personal Training Profile* information?

The Personal Training Profile is to be developed using information supplied by those individuals that have the expertise in the area being taught and/or by those who are knowledgeable about the person and his/her needs and desires. It is expected the method of instruction be provided in an environment that considers learning styles of the employee as well as a process to determine if the employee is competent in the skill being taught. The method of instruction includes not only the employee receiving written information, but must include instruction and demonstration on how to correctly perform the expected behavior or skill.

Train the Trainer

At times clinicians develop staff instructions to be implemented to provide needed support to the individual. The clinicians are required to develop staff instructions and then train direct support professionals and other staff on the related staff instructions within 30 calendar days of the date when clinical services were initiated. In some cases, the provider and clinician may agree that a supervisor or house manager can provide staff instruction training to new/replacement staff. Documentation is required noting the "train the trainer" activities that occurred and who was designated to provide the ongoing training.

Train-the-trainer courses may be offered by DIDD to provide a mechanism for providers to develop the resources needed to deliver quality training to employed staff for certain courses. Providers are required to designate a staff person(s) to serve as a trainer. After successful completion of train-the-trainer courses, the trainer can provide the course training to other provider staff. Provider trainers may not train other trainers. The Regional Staff Development Unit will maintain a roster of all DIDD-certified trainers.

Medications Administration for Unlicensed Personnel

The nurse practice act generally prohibits administration of medication by unlicensed individuals. However, in the DIDD service delivery system, the shortage of nurses and other factors led to a statutory exemption (TCA 4-5-202 and 68-1-904) with the intent of allowing unlicensed direct support professionals to administer certain medications to adults after passing the *Medication Administration for Unlicensed Personnel* training course. As a result the Department of Health promulgated rules which established a mechanism of training unlicensed staff to administer medications. The training curriculum was developed by consultants working with DIDD and must be taught in a classroom setting by registered nurses certified on the material by DIDD. Training must include a hands-on skills competency as well as a written test. No unlicensed staff of any level can administer medications until they have completed the certification process. (Reference Provider Manual, Chapter 6 and Memorandum: Medication Administration-TCA 63-7-102 amendment dated June 4, 2008 from DIDD Deputy Commissioner) Agencies must have a copy of current signed participant course record and/or certificate in staff training file. Agencies are required to verify current certification with the Regional Office Nurse Educator on all new hires and re-hires who supply a signed and dated certificate or medication administration card before allowing them to administer medications.

Documentation of DIDD Staff Development Training

Providers must maintain a training file or training section for each employee which contains documentation to verify that required training has been successfully completed in a timely manner. Courses or modules provided by web-based training will be documented on the employee's web-based Employee Training Transcripts and hard copies may be placed in the employee's training file or kept electronically. Other classroom courses, workshops, orientations etc. will be noted on the documentation outlined on the training grids and course descriptions. Certification cards and /or certificates should be copied, front and back, and kept till expiration date. The training management platform (CDS or EL) can be used to record testing, and track certificates electronically.

Mentoring and Skills Standard Guide and Tool

The expectation of using the Skill Standards is to complement the process of mentoring. The intent of the Skill Standards tool is to guide the mentor, during observation and discussion, to ensure the DSP can apply what they learned from web-based training.

Each required web-based training module or course has an expected Skill Standard. Along with the Skill Standard are questions to be used as prompts for guiding the mentor/supervisor when observing and/or spending time with the Direct Support Professional. Some skills are noticeably observed but other skills may need to be addressed through the use of direct, open ended questions as well as the presentation of scenarios.

The Mentor and Skill Standard Guide and Tool are in the College of Direct Support Administrator's Packet, the Relias Learning Administrator's packet, and on the DIDD website and within the Appendices of the Staff Development Plan.

http://www.tn.gov/DIDD/provider_agencies/CDS/MentorAndSkillStandardGuide.pdf

Glossary of Terms

Annotation – A critical or explanatory note.

Annual Review – to familiarize or look at or train on something again, once a calendar year.

College of Direct Support (CDS) – A nationally recognized web-based training site for Direct Support Professionals and others who work in the field, which the Tennessee Department of Intellectual and Developmental Disabilities recognizes as a web training provider.

Relias Learning/Relias (EL) – A nationally recognized web-based training site for training those who work in the fields of healthcare and developmental disabilities, which the Tennessee Department of Intellectual and Developmental Disabilities recognizes as a web training provider.

Hire Date/Start Date – Hire date refers to the first day the employee is paid to either work or attend training. For clinicians it refers to the first day clinical services are provided.

In-service training - is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place *after* an individual begins work responsibilities. It is not competency based.

ISP – Independent Support Plan is a comprehensive document giving demographic, relational, and personal information about a person receiving services.

Orientation - a meeting or series of events at which introductory information or training is provided to somebody embarking on something new, such as a course of study. Orientation is not competency based.

Personal Training Profile – a sample format supplemental to the ISP which may be used to summarize a person's important information and to document the individual specific training needed to best support the individual.

Phase I Training – Training that is required to be successfully completed within 30 calendar days of hire date, also referred to as pre-service training.

Phase II Training – Training that is required to be successfully completed within 60 calendar days of hire date, also referred to as Core training.

Proficiency - Having or showing knowledge, ability, skill as in a profession or field of study; an expert

Recertification – To re-qualify for and renew the certification

Refresher Training – Instruction that serves to reacquaint one with material previously studied or to bring one's knowledge or skills up to date.

Respite Care Provider - an individual or agency that provides short term services (thirty days or less for standard respite) for the purpose of relieving a family member or other caretaker when events/activities are scheduled or when emergency situations arise.

Sub-Contract – is a secondary contract or agreement. An initial approved DIDD provider contracts with another company or person to complete job duties for all or part of a service they were originally contracted to do.

Train the Trainer – When a qualified or competent instructor trains another less qualified or competent person on a skill, subject or instructions and ultimately trains them to be qualified or competent in the subject, skill or instruction so they can train others on said subject or skill.

Working Alone – Working in the Direct Support Professional role and accountable to a service recipient(s) performing the duties expected to be performed for the service recipient(s) and only after successfully completing the DIDD Phase I required training.

Appendices:

- **1: *Personal Training Profile (Blank)***
- **2: *Personal Training Profile -- Instructions***
- **3: *Personal Training Profile (Sample filled in for Jimi)***
- **4: *Mentor and Skill Standard Guide and Tool***

Appendix 1: PERSONAL TRAINING PROFILE

Person's Name:

Information and Training Specific to the Person	
Employee Name:	Training Date:
☐ Annual ☐ Update Section ☐ Update Section	Instructor(s):

I. What you must know about me first? What people admire about me?

II. How do I communicate?

What is Happening?	*What Does ___ do?*	*What we think it means?*	*What others should do*

III. Relationships: (Relationship Map tool)		
Family and Friends:	**Paid Staff:**	**Others:**

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool)

V. Things I really like to do and places I enjoy going?

VI: What supports do I need for Activities of Daily Living and what do they look like for me*?*

VII: How to Keep me safe in the event of a fire or natural disaster?

☐ **I have implementation or staff instructions that I need to follow?**
(Please mark all that apply and provide the date the instructions were trained)

☐ Speech and Language/Hearing Instructions/equipment Plan

☐ Mealtime Instructions

☐ Behavior Support Instructions/plan

☐ Nutritional Instructions

☐ Adaptive equipment instructions

☐ Physical Therapy Instructions

☐ Occupational Therapy Instructions

☐ Other

Signature of Employee:

Signature of Instructor:

Person's Name:

Information and Training Specific to the Person	
Employee Name:	Training Date: *Post the date for which all training/information was completed.* *Add additional dates when updates are provided.*
☐ Annual ☐ Update Section ☐ Update Section *Use this section to note if this is an annual training or updated information. When it is updated include the section(s) that were updated.*	Instructor(s): *List the names of instructors that provided the training and information noted in the Personal Training Profile.*

I. What you must know about me first? What people admire about me?

Note the critical information that someone should know about me upon their initial encounters. Include the things that people admire about the person or think is great. By providing this information it will facilitate a positive interaction and commonalities between the staff and the person being supported. This might also include non-negotiables in their life that without them could cause a negative response or impact on the person's day

II. How do I communicate? *Not all people supported use words to communicate but virtually everyone can and does communicate. It is imperative that all staff know how the person communicates and what it means so that the interaction between the person and the staff is positive and the needs and desires of the person can be understood and provided. People who do not use words to communicate may use facial or body expressions to communicate. In these cases the facial and body expressions need to be clearly identified and described or even shown, if possible. Even those who use words also use behavior to communicate which needs to be shared. Lack of effective communicating, as we know, can cause distress, negative responses, safety issues, ineffective supports etc.* **Using the Person Centered Tool, the Communication Chart, is an excellent resource for capturing this information**

(Narrative) (Communication Chart below)

What is Happening?	What Does do?	What we think it means?	What others should do?

III. Relationships: (Relationship Map tool) *Staff should be aware of those people important to the person they support. This usually includes friends and family. Knowing this information the staff can assist the person to maintain their relationships. Families and conservators are instrumental in the care and support of the person to include their needs and desires; therefore, knowing the relationship and expectations of these entities is critical. People who are paid to support the person at work, home, or community should be noted also to show how they fit into the person's life. This includes therapist, behavior analyst and any others that support the person.* **The Relationship Map is a good tool to demonstrate and gather those who**

Family and Friends:	Paid Staff:	Others:

IV: <u>**What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool**</u>) *This is the area that explains what the supports and/or services the person really needs to assist them in have a safe and comfortable life, day to day. It may be health related or may be just things that make their day a good day and are important to and for the person. Many of us, if not all, have rituals, habits or daily activities that we prefer to occur throughout each day that helps us have a good day. This is the area for which these things would be expanded to include rituals in the mornings, afternoons, night time, weekend vs. weekday, celebrations, etc. This is not intended to be the schedule to follow each and every day. All of us have certain routines we like to follow, such as when we eat, when we bath, what time we get up or go to bed, etc. However, like us, sometimes our routines are interrupted by things we choose or unexpected things like not feeling well, or having friends over.* *Using the Person Centered Tools Good Day/Bad Day and Rituals is helpful for gathering this information.*

V<u>**. Things I really like to do and places I enjoy going?**</u>
This includes significant places the person <u>really enjoys</u> going because it is important to them and they would be distressed if they couldn't go. It is not a "laundry list" of places the person goes to shop, eat or for entertainment; however, places the person "counts on" going or expresses much desire to go should be noted.

VI: **<u>What supports do I need for Activities of Daily Living and what do they look like for me**</u>*?*
Learning is part of life and learning helps us to be more independent. Staff should be aware of what supports the person needs to complete certain activities of daily living (ADL). Staff need to know when to intervene and when not to, when a person is participating in an activity. If a person has the skills to perform daily living activities they should be encouraged to do so, but if they need support in part of those daily living activities then they should be aware of those times they need to intervene without hampering independence. Some individuals have physical conditions that might limit the amount of independence therefore, supports would be needed. A teachable moment is a time at which a person is likely to be particularly disposed to learn something or particularly responsive **to being taught or made aware of something, therefore, it is important to the person.**

VII. How to Keep me safe in the event of a fire or natural disaster?

Each employee is to be trained on the agency's evacuation plan. Each employee should have received training on Fire Safety and Safety in the Home or Community. However, in this section it should clearly explain how to support the <u>specific person</u> during the event of a fire or natural disaster. Describe what personal verbal and/or physical support s needed to either evacuate or relocate to a safe place within the home, work site, or other often visited site.

☐ Do **I have implementation or staff instructions that I need to follow?**

(Please mark all that apply and provide the date the instructions were trained)

Skill Acquisition Documentation: *There will still be a need to document that the staff received either a supervisor, clinical professional or any others that are deemed trainers for the speci; the training date.*

☐ Speech and Language/Hearing Instructions/equipment Plan

☐ Mealtime Instructions

☐ Behavior Support Instructions/plan

☐ Nutritional Instructions

☐ Adaptive equipment instructions

☐ Physical Therapy Instructions

☐ Occupational Therapy Instructions

☐ Other

Signature of Employee:

Signature of Instructor:

Appendix 3: PERSONAL TRAINING PROFILE (SAMPLE)

Person's Name: **Jimi**

Information and Training Specific to the Person	
Employee Name: Susie Q	Training Date: 9/1/09
☒ Annual ☐ Update Section ☐ Update Section	Instructor(s): Carla Mayes

I. What you must know about me first? What people admire about me?

Working at my job, helping out around the house, talking or visiting with my family, going to church, being with friends and on the go doing things that I enjoy and are important to me. I have a little trouble talking but can make my needs known by showing you or pointing. I do get agitated when you don't understand me so be patient.

II. How do I communicate?

Jimi has been diagnosed with having congenital abnormalities of his vocal cords which has resulted in him being unable to speak. This has also caused some problems with choking and aspiration. Jimi uses some sign language, grunts, gestures, and head nods to communicate with others.

What is Happening?	What Does Jimi do?	What we think it means?	What others should do
Anytime we ask a closed ended question.	Shakes his head yes or no.	Jimi understood what we are asking and is letting us know his choice.	Honor Jimi's decision/choice
Jimi is in pain	He points to an area on his body.	He is telling us where on his body he is hurting.	Ask Jimi closed ended questions (Does your stomach hurt?) Assist him in accessing appropriate treatment

III. Relationships: (Relationship Map tool)

Family and Friends:	**Paid Staff:**	Others:
Mom, Dad and Sister who live in Bucksnort, TN. I need to be supported to visit my family on visits every 3 months. I need support to maintain contact via phone, letters, and other means of communication. They are extremely important to me. Friends at work – I enjoy. They are	Jimi receives Speech and language services to help increase his communication skills and address issues with aspiration. The SLH therapists meets with Jimi 3 times a week to assist him with learning more sign language and improving the present sign language skills he	I don' t know my neighbors name but I like to visit with them.

Tommy, John and Sarah. I like to eat lunch with them. Jimi cannot read or write so he needs assistance when sending cards/letters to his family or anytime reading and writing are involved. He can sign his name but give him time to finish it and hold the paper steady as he shakes.	has.	

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool)

Jimi is diagnosed with Autism. Sometimes he has problems with extreme changes in mood and physically aggressive behavior. Current supports, in combination! Behavior support plan was trained on 8/28/12 by the BA. Jimi gets mad when he is rushed or demanded upon. Always ASK Jimi if he needs help or if he will help. Jimi wants to be respected and by doing this it shows you respect him. Praise Jimi for encouragement and recognition.

Jimi gets up several times during the course of the night. He needs support in choosing healthy midnight snacks to munch on. As needed, remind him to not disturb his roommates who are still sleeping. Jimi's job is very important therefore staff is to support him to sustain his job.

Jimi has a behavior support plan that must be followed closely. Honor Jimi's privacy but check on him periodically. Make sure support is readily available to him at all times so as to ensure his health and safety.

Jimi has 24 hour support in the supportive living home. Jimi really likes to be supported by people who are being on the go, sports enthusiast, friendly and respectful.

V: Things I really like to do and places I enjoy going?

Working at his job, helping out around the house, talking or visiting with his family, going to church, being with friends and on the go doing things that he enjoys and are important to him.

On Weekends/Evening this means:

Going to the Movie Theater

Going for walks, Playing basketball, Arcade to play video games, Shopping for household needs – he likes to choose what to buy and to put things in the cart!

Going to ballgames, and Fishing

★Spiritual Life -Going to church -He especially enjoys the fellowship and music -He loves clapping his hands to the music -Participating in church sponsored activities

★Sports -Wrestling, Basketball, Racing, going to ball games, tossing a football around, going fishing

★Listening to music -He loves soaking up the country music sounds on the radio

★Watching TV -Favorites are racing, sports shows, wrestling and cartoons

Jimi also likes to hang out with his roommate. They get along very well and have common interest

VI: What supports do I need for Activities of Daily Living and what do they look like for me?

Jimi prefers to shower in the morning after breakfast. He needs a few reminders and support to get through his morning routine. Offer help with turning on the water and adjusting the temperature. Assist with shaving and nail clipping as these are skills Jimi hasn't been able to master.

Jimi takes pride in doing his own laundry. He needs some help with sorting and measuring the detergent.

Jimi likes to cook and can use the microwave with help in choosing the temperature and cooking time.

VII: How to Keep me safe in the event of a fire or natural disaster?

Jimi does respond to a fire alarm. He will respond to verbal instructions regarding what to do, however, once at the point of exiting the house, or area, he needs physical assistance due to being unsteady when moving over rougher ground. Staff is to assist him by gently holding him by the arm and guiding him to the designated meeting point outside. Let him know everything is ok or he will get scared and panic becoming agitated. In the event of a tornado, guide Jimi to a safe place while calmly explaining the reason.

☐ **I have implementation or staff instructions that I need to follow?**
 (Please mark all that apply and provide the date the instructions were trained)

☒ Speech and Language/Hearing Instructions/equipment Plan 9/1/12

☒ Mealtime Instructions 9/1/12

☒ Behavior Support Instructions/plan 08/28/12

☐ Nutritional Instructions

☐ Adaptive equipment instructions

☐ Physical Therapy Instructions

☐ Occupational Therapy Instructions

☐ Other

Signature of Employee:

Signature of Instructor:

Appendix 4: Mentor and Skill Standard Guide Tool
(35 pages found on the DIDD Website as a PDF file)

http://www.tn.gov/DIDD/provider_agencies/CDS/MentorAndSkillStandardGuide.pdf

Direct Support Professional
Mentor and Skill Standards Guide

Table of Contents

Section One

Section Two

State of Tennessee
Division of Mental Retardation Services

2008

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Appendix 5: Independent Coordination/Case Manager Training Verification

For

_____
(ISC or Case Manager PRINTED Name)

It is the responsibility of the ISC/CM to have the trainer complete and sign this form noting each topic or module attended. When all topics/modules are completed a certification date will be issued by the last trainer providing the final topic/module. This completed document is to be filed in the ISC/CM training file along with a certification issued by TN Dept of Intellectual and Developmental Disabilities.

Topic/Module Name	Date Completed	Trainer (PRINT)	Trainer Signature
Person Centered Thinking (2 days)			
Person Centered Individual Support Planning			
Developing Outcomes and Action Steps			
Appeals Process			
Waivers			

TN Department of Intellectual and Developmental Services verifies that all training topics have been provided and reflects a certification date of _____.
(Date)

Certified by_____
(DIDD Trainer)